



## Daily and Supporting Learning Targets

- Opening A: I can review the long vowel spelling patterns from Module 1 (RF.2.3): CVCe, “ai,” “ay,” “ea,” “ee,” “-y” (at the end of a two-syllable word), “igh,” “ie,” “-y” (at the end of a one-syllable word), “oa,” and “ow.”
  - I can explain that vowel team spellings in one-syllable words usually have long vowel sounds.
  - I can explain that in CVCe (consonant, vowel, consonant, silent “e”) one-syllable words ending in final “e,” the V (vowel) letter usually has a long vowel sound.
- Extended Differentiated Small Group Instruction: I can apply what I’ve learned to read and write words in isolation and in text. (RF.2.3, RF.2.4, L.2.2)
  - I can decode one- and two-syllable words with long vowels.
  - I can decode words with common suffixes.
  - I can read second-grade words that “don’t play fair” in isolation.
  - I can read second-grade words that “don’t play fair” in text.
  - I can read at an appropriate rate based on the text type.
  - I can reread when something doesn’t make sense or sound right.
  - I can identify spelling patterns based on syllable type.

## Ongoing Assessment

- End of Module Assessment

## Agenda

1. **Opening (5–7 minutes)**
  - A. Review and Setting Purpose for Assessment
2. **Work Time (50 minutes)**
  - A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting
3. **Closing and Assessment (3 minutes)**

## Teaching Notes

### In advance:

- Enlarge the Suggested Long Vowel Syllable Type chart (see Supporting Materials) OR make Long “a,” Long “e,” Long “i,” and Long “o” Word Cards (write the following words on index cards: long “a” words (“make,” “paid,” “play”), long “e” words (“here,” “teach,” “need,” “happy”), long “i” words (“like,” “night,” “pie,” “shy”), and long “o” words (“note,” “coat,” “snow”).
- Prepare the End of Module 1 Assessment.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, feedback, goal, syllable type (L)

## Materials

- ☑ Enlarged Suggested Long Vowel Syllable Type chart or Long “a,” Long “e,” Long “i,” and Long “o” Word Cards (see Teaching Notes, “In advance,” previous page)
- ☑ End of Module 1 Assessment (one per student)

## Opening

### A. Review and Setting Purpose for the Assessment

- (Suggested transition song, sung to the tune of “The Muffin Man”):  
*“Do you know why we learn to read, we learn to read, we learn to read? Do you know why we learn to read? It’s a great question indeed. Do you know why we learn to spell, we learn to spell, we learn to spell? Do you know why we learn to spell? Let’s come together and tell!”*
- Begin the Review and Setting Purpose for the Assessment instructional practice:
  1. Teacher says: “‘a,’ ‘e,’ ‘i,’ ‘o,’ ‘u.’ These are the long vowel sounds that we hear in words like ‘day,’ ‘week,’ ‘night,’ ‘hope,’ and ‘June.’ Over the past several weeks, we’ve been looking closely at some ways to spell the vowel sounds /ā/, /ē/, /ī/, and /ō/. Let’s see if we can name those syllable types (spelling patterns).”
  2. Teacher displays the **enlarged Suggested Long Vowel Syllable Type chart** or **Long “a” Word Cards** and reads the /ā/ words aloud: “make, paid, play.”
  3. Teacher points to the word “make” and invites students to read the word.
  4. Teacher asks:  
*“How is the sound /ā/ spelled in this word?” (magic “e”)*
  5. Teacher says: “This is the magic ‘e’ syllable type (spelling pattern). The ‘e’ at the end of the syllable is silent but makes the vowel ‘a’ say its name.”
  6. Teacher points to the word “paid” and invites students to read the word.
  7. Teacher asks:  
*“How is the sound /ā/ spelled in this word?” (vowel team “ai”)*
  8. Teacher repeats steps 6 and 7 with the word “play.”
  9. Teacher says: “The vowel teams ‘ay’ and ‘ai’ are two ways we’ve looked at recently to spell the long ‘a’ sound. We discovered that ‘ay’ isn’t followed by a consonant, and that ‘ai’ is.”
  10. Teacher repeats steps 2–9 with the /ē/, /ī/, and /ō/ words on the enlarged Long Vowel anchor chart or index cards.

11. Teacher invites students to turn to an elbow partner and respond to the following prompt:  
*“How does knowing these syllable types (sound/spelling patterns) help us become proficient readers and writers?”*
12. Teacher invites one or two students to share their thoughts with the group. (Responses will vary. Examples: When we see those spelling patterns, we will instantly know what sound to make when we’re decoding; when we go to spell a word, we can think about where we hear the long sound in the syllable, and that will help us know what syllable type it is.)
13. Teacher explains to students that today they will meet with him or her in small groups to take an assessment and that at some point today or in the next few days they will meet with him or her to look at the assessment and set goals.
14. Teacher asks:  
*“How does getting feedback from an assessment help us set goals?”*  
*“How does setting goals help us become more proficient readers and writers?”*  
*“What responsibility do each of us (teacher and student) have in this process?”*

### Meeting Students' Needs

- Consider annotating the letters in a vowel team by placing a dot under each and drawing a straight line between the dots. This can serve as a visual, reinforcing the fact that while there are two vowels, they make just one sound.
- Consider annotating the magic “e” by drawing an arrow from below the magic “e” back to the vowel it gives its voice to. This can serve as a visual, reinforcing the role of the magic “e” and the fact that even though there are two vowel letters in that syllable, there is just one vowel *sound*.
- In step 9, consider underlining the consonant “d” in the word “paid” to reinforce students’ knowledge that that vowel team is followed by a consonant.
- If students are unfamiliar with the term “feedback,” consider providing a metaphor, such as an athlete looking at video of his or her performance with a coach in an effort to improve future performance.

### Work Time

#### A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting

- (Assessment and Goal Setting transition song, sung to the tune of “The More We Get Together”):  
*“It’s time to spell and decode to show what we’re learning. It’s time to spell and decode to show what we’ve learned.”*
- Teacher helps students transition to their differentiated small groups, telling them they will complete the **End of Module 1 Assessment** during their rotation.

## Closing and Assessment

### A. Reflecting on Learning

- Teacher says: “Now that you’ve taken the assessment on the knowledge and skills we’ve been working on, you may have already given yourself some feedback. In other words, as you were working, you may have realized what is automatic or clear for you and what might need some practice or might still be confusing.”
- Teacher explains that this is an important way for students to take responsibility for their own learning. Teacher invites students to consider for a moment any feedback they may have realized as they were taking the assessment and then invites a student(s) to share.
- If time allows, consider asking the same questions from Opening A:

*“How does getting feedback from an assessment help us set goals?”*

*“How does setting goals help us become more proficient readers and writers?”*

*“What responsibility does each of us (teacher and student) have in this process?”*

### Meeting Students’ Needs

- For students who need additional support organizing their ideas: Providing sentence frames. Example:
  - “When I was working on the \_\_\_\_ part of the assessment, I realized \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

*An extended differentiated small group instruction time today will allow the teacher to meet with each group. Administer the cycle assessment to each group. Score the assessment right away, and guide students to create goals based on assessment results (see Assessment Overview and Resources for more details).*

### Partial Alphabetic:

- If using a cycle from the Grade 1 curriculum, use the assessment from that cycle.
- Assessment:
  - If choosing to use the End of Module 1 Assessment in the Supporting Materials in this lesson, follow the suggestions for which parts to use for the Partial Alphabetic group.

### Full Alphabetic:

- Assessment:
  - Administer End of Module 1 Assessment

### Consolidated Alphabetic:

- Assessment:
  - Administer End of Module 1 Assessment